Joint Meeting of the Iowa State Board of Education and the Iowa Association of Community College Trustees

Wednesday, July 26, 2006 4:00 – 5:00 p.m.

North Iowa Area Community College John Pappajohn Entrepreneurial Center—Room 117 500 College Drive Mason City, Iowa 50401

AGENDA

Welcome and Introductions

Mr. Gene Vincent, President, Iowa State Board of Education Ms. Jean Torgeson, Board Chair, Iowa Association of Community College Trustees

Making the Senior Year Count

This presentation describes an initiative established between North Iowa Area Community College and the Forest City Community School District to increase the relevance and rigor of the high school senior year experience.

Introduction:

Dr. Janice Nahra Friedel, Administrator Division of Community Colleges and Workforce Preparation

Presenters:

Dr. Michael Morrison, President North Iowa Area Community College

Mr. Dwight Pierson, Superintendent Forest City Community School District





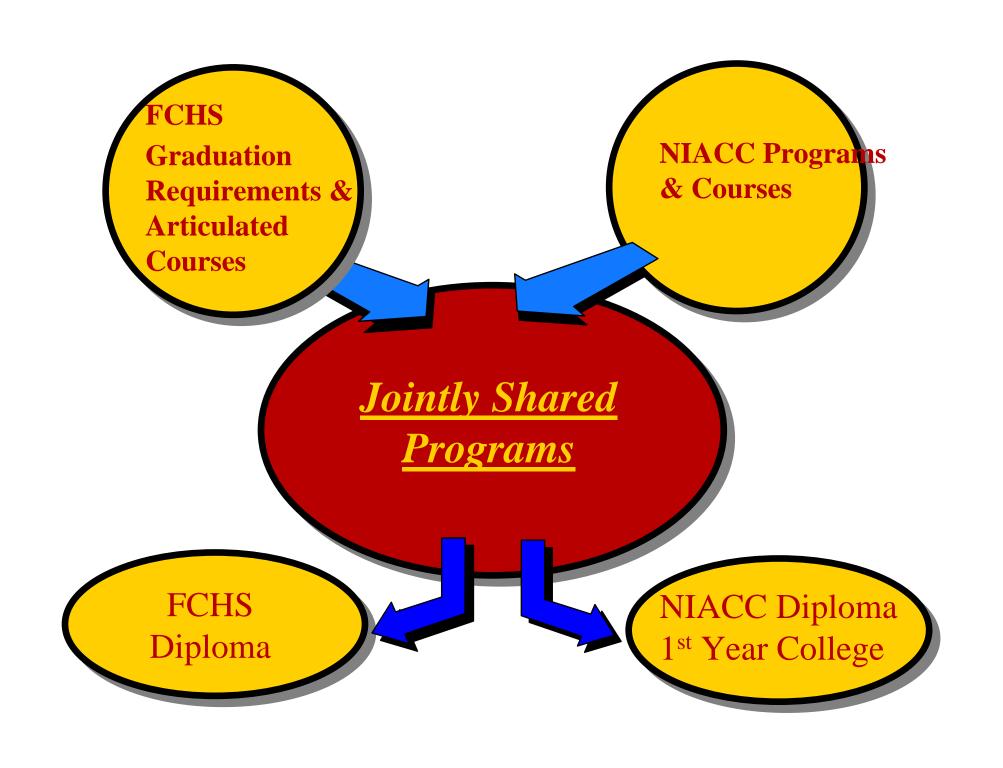
Dwight Pierson

Superintendent, Forest City Community School District

Michael Morrison

President, North Iowa Area Community College

July 2006



Overview – NIACC/FCHS Shared Programs

- Automotive Service Technology
- Building Trades
- Climate Control Technology
- Tool & Die Technology
- Health Careers
- Information Technology
- Office Specialist
- Retail Management
- Sport Management
- Teacher Preparation

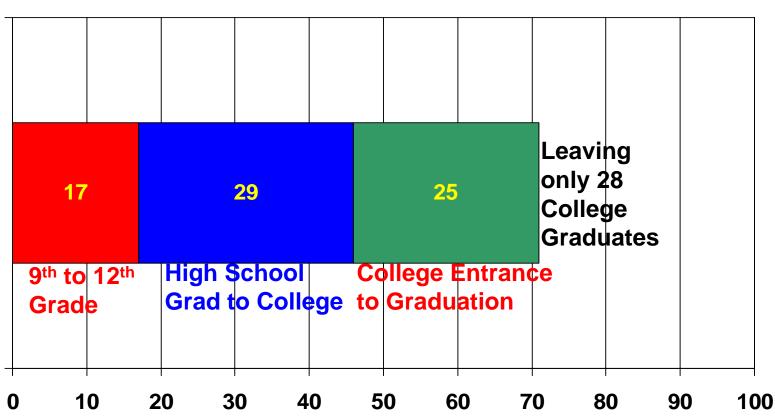


Demands for an Educated
 Workforce Have Never Been
 Greater



Many of the College-Bound
 Fail to Complete College





Source: NCHEMS News, May 2003



 Many of the College-Bound Fail to Gain Workforce Skills in Demand



The Noncollege-Bound Student is Often Under-prepared to Study Today's Technical Subjects



 Today's Vocational-Technical Curriculum Often Fails to Deliver Workforce Skills in Demand



Career and Technical
 Enrollments are Declining
 Statewide, Yet Job
 Opportunities are Strongest in
 These Areas



 Curriculum Expertise and Appropriate State-of-the-Art Equipment Exists at the Community College



There is considerable and extensive collaboration between community colleges and local high schools in many curriculum matters but many students remain underserved



 Parents and Students Desire a Seamless and Articulated System

Many High School Graduates Seeking Technical Education at Community Colleges are Underprepared to Study Complex Academic & Technical Subjects



Many Students Reach the Community College Before They Realize the Connection Between Academic Subjects and Workplace Skills

NCLB

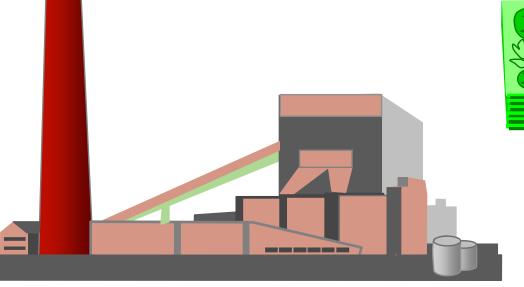
"Secondary students who participate in vocational programs have increased their academic course taking and achievement, making them better prepared for both college and careers than were their peers in the past. In fact, students who take both a strong academic curriculum and a vocational program of study may have better outcomes than those who pursue one or the other."

Source: National Assessment of Vocational Education (NAVE), 2004.

"We cannot solve the problems of today with the same level of thinking that was used to create them."

Albert Einstein

•America's Choice: High Skills or Low Wages





Caveats

Regional Academies are NOT:

- -Quick-fix programs
- -A responsibility that can simply be delegated
- -A package that can be brought in from the outside and "installed"
- A process to be undertaken without serious thought and study
- -A change that can be achieved in one year
- -A panacea;
- -Or Easy



Realities of the Real World

- Not Everyone is Ready
- Not Everyone is Capable
- Evolution, not Revolution
- Evolution is not Linear nor Sequential
- Evolution is not Easily Planned or Choreographed

Outcomes

Making the Senior Year Count

102 High School Partnerships

- Automotive Service Tech
- Building Trades
- Climate Control Technology
- Electromechanical Systems
- Tool and Die/General Machinist
- Health Careers
- Medical Assistant
- Accounting
- Information Systems Technology

- Office Specialist
- Retail Management
- Sports Management
- Teacher Preparation
- Supervision and Management
- Food Service and Hospitality
- PSEO (Post-secondary Enrollment Options)

High School	Automotive Serv Technology	Building Trades	Climate Control]	Be c tro me c hanic	To ol & Die Tech /General Machin	Health Careers	Medical Assistan	Accounting	Information Syste Technology	Office Specialist Legal, Medical)	Retail Manage me	Sport Manageme	Supervision & M	Food Service &]
Be lmo nd - Kle mme	X*					X								
CAL	X		X		X*									
Charles City	X	X	X		X*		X	X	X	X		X	X	
Cle ar Lake	X*				X*									
Fo rest City	X*	X	X		X*	X *			X *	X	X	X		
Garne r - Hayfie ld	X*				X *	X *			X *					
Hamp to n - Dumo nt					X*				X					
Lake Mills	X*			X		X*								
Mason City	X	X	X		X*	X	X	X	X *	X	X		X	X
Ne w man Catho lic	X	X	X		X*	X	X	X	X *	X	X		X	X
No ra Springs/Ro c k Falls	X	X	X				X	X		X			X	
No rth Ce ntral	X	X	X		X *		X	X		X			X	
No rth lo w a						X			X					
No rthw o o d - Ke nse tt	X	X	X		X*		X							
Osage					X *									
Ro c kfo rd Se nio r High	X	X	X				X	X		X			X	
SCMT	X				X*									
We st Hanc o c k	X *					X*			X *					
Woden - Crystal Lake –														
Tito nka	X *	X	X		X *	X *			X *	X	X			
Pro gram Partne rship s	16		10	1	13	9	7	6	9	8	4	2	6	2
Grand Total	102													

High School Partnerships

- Belmond-Klemme
- CAL
- Charles City
- Clear Lake
- Corwith-Wesley-LuVerne
- Forest City
- Garner-Hayfield
- Hampton-Dumont
- Lake Mills
- Mason City

- Ventura
- West Hancock
- Woden-Crystal Lake-Titonka
- Nora Springs-Rock Falls
- North Butler
- North Central
- North Iowa
- Northwood-Kensett
- Osage
- Rockford
- Rockwell-Swaledale
- Sheffield-Chapin/Meservey-Thornton
- St. Ansgar

Scope of NIACC's Educational Opportunities for High School Students

Total Number of Different Courses	Total Number of Instructors	Total Unduplicated Head	Total Credit Hours FY05
124	100	951	6,102

Source: Preliminary Data Summary from Legislative Services Agency Survey, 2005.

Requires an Investment on NIACC's Part

Three high school partnership coordinators and one secretary Non-salary support (tuition and books charges above \$250 PSEO limit)	\$219,371 (FY07 salaries & benefits) \$127,929
Capital equipment/ renovations	\$515,162 (in the past ten years)



Total Number of Different Courses	Total Unduplicated Head	Total Credit Hours FY05
1,856	27,331	142,140

Source: Preliminary Data Summary from Legislative Services Agency Survey, 2005.

Quality Control Studies

Twelve Assessment Studies

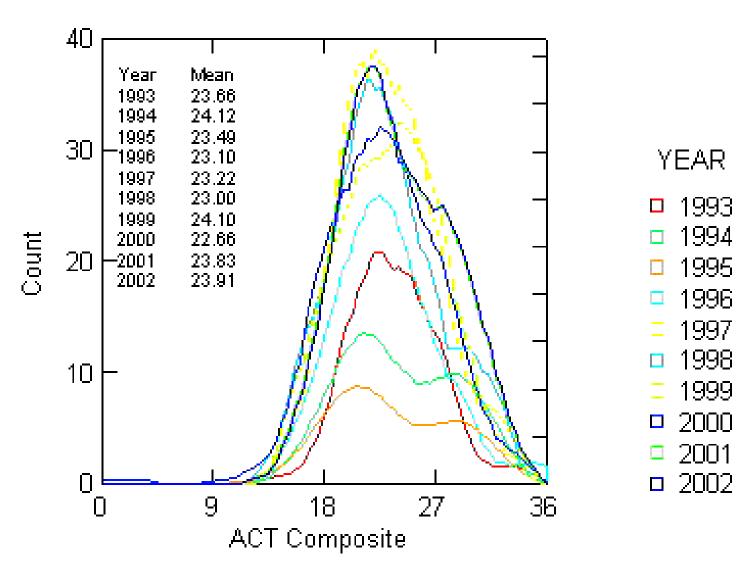
Course	School District			
1.Communications Skills	Clear Lake			
2. General Psychology	Garner			
3. Criminal Law I	Mason City			
4. General Psychology	Garner			
5. General Psychology	Garner			
6. Business Statistics	Garner			
7. Introduction to Statistics	North Central & Northwood-Kensett			
8. Communications Skills	Mason City, Forest City, Charles City, Hampton, Belmond, & CAL			
9. Developmental Psychology	Hampton-Dumont			
10. Biological Principles	North Iowa High School			
11. Introduction to Computers	Hampton-Dumont & Mason City			
12. Business Statistics	CAL			

Outcomes: Assessment Studies

In all but one case the high school cohort outcomes were equal to or outperformed the NIACC on-campus control group.

Student Abilities

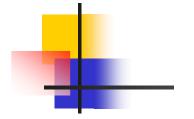


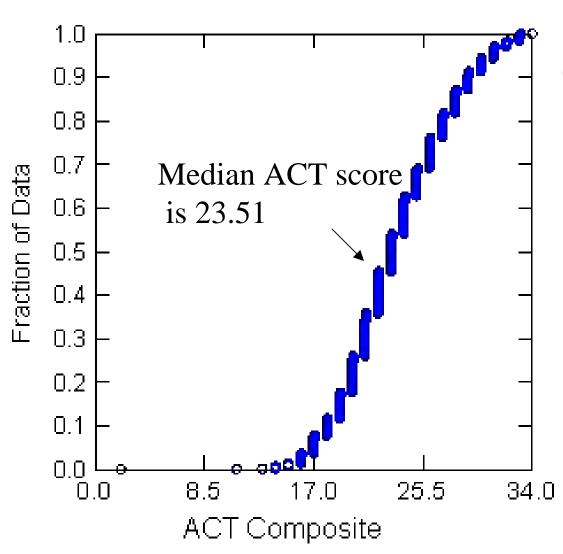


High School Cohort Mean ACT Composite Scores, 1993 to 2002

ACT Composite
<u>Mean</u>
23.66
24.12
23.49
23.10
23.22
23.00
24.10
22.66
23.83
23.91









Conclusion about High School Students Taking College Courses:

We are attracting a very capable cohort group of high school students and they are performing exceptionally well.

Tech Prep Outcomes

Tech Prep Longitudinal Studies

Five Year Follow-up Studies: Classes of 1997, 1998, 1999, 2000

Note: Our region is one of a very few regions in the US to longitudinally track Tech Prep student outcomes after they graduate with a two-year degree.

Longitudinal Studies: Outcomes

Average College Credits Earned by High School Graduation		
Class of 1997	26 semester hours	
Class of 1998	28 semester hours	
Class of 1999	28 semester hours	
Class of 2000	25 semester hours	

Longitudinal Studies: Outcomes

Average Hourly Wage		
Class of 1997	\$14.27 in 2003	
Class of 1998	\$13.95 in 2003	
Class of 1999	\$13.46 in 2004	
Class of 2000	\$14.54 in 2005	

Longitudinal Studies: Outcomes

Employed Iowa		
Class of 1997	93%	
Class of 1998	90%	
Class of 1999	88%	
Class of 2000	77%	

What about the Non-College Bound?

Among all non-college-bound students, careertechnical students were:

- More likely to be employed
- Paid a higher wage
- Earned greater total earnings

- Effects larger in 1980 and 1992 than 1972
- True for short term and medium term outcomes

compared to academic track students.

Longitudinal Studies of Community College Transfer Students



Graduation Rates in Six Years		
Community College Transfer Students	70.4%	
Native University of Iowa Students	64.4%	
Native University of Northern Iowa Students	65.3%	
Native Iowa State University Students	66.5%	

Source: "Annual Report on Student Retention and Graduation Rates, 2002" Board of Regents

Statewide Implications for Considerable Cost Savings

It is very economical for the State of Iowa to support Iowa Community College partnerships with their regional high schools!



Background

- In FY05 Iowa's Community Colleges offered:
 - ≥1,856 unduplicated college courses to
 - **≥27,331** high school students
 - ➤ Generating 142,140 semester hours of credit

Note: Preliminary data from Legislative Services Bureau survey conducted in October through December, 2005.



Scope of Operations

- These 142,140 semester hours are the equivalent of **4,738** full-time Regents students (Calculation: 142,140/30 sh = 4,738 FTE)
- If these high school students weren't receiving this early opportunity for a college education, what would it cost lowa to educate these students in a traditional manner?



- Using existing enrollment patterns:
 - ➤ 34.66% of Iowa high school students matriculate at a Regents' institution
 - ≥11.24% enroll at a Private institution
 - ➤ 54.10% enroll at a Community College



- Assuming normal enrollment patterns, then these 4,738 FTE students would be distributed throughout the system in the following manner:
 - > 1,642 FTE students at Regents
 - > 533 FTE students at Private Colleges
 - 2,563 FTE students at Community Colleges

- 1,642 FTE at Regents @ SGA of \$10,039 = \$16.48M
- 533 FTE students at Private Colleges @ SGA of \$2,936 = \$1.56M
- 2,563 FTE students at Community
 College @ SGA of \$1,809 = \$4.63M
- Sub-Total = \$22.68M

However, we must subtract the State's investment (\$9.9M) in these programs (Supplemental Weighting):

> \$22.68M - \$9.9M = \$12.77M Savings



The Community College/High School Advantage is Significant

- Provides legislative savings that can be invested in:
 - ➤ Per pupil funding
 - ➤ Teacher salaries
 - ➤ Professional development
 - ➤ Other strategic initiatives that enjoy vested interest consensus



Other Outcomes

- Tuition free to parents/guardians
- Easier transition to postsecondary
- System-building



Benefits

- Leverage Resources with Partners
- Workforce Development
- Economic Development
- Personal Development
- Strengthen High School Preparation
- Keep Iowans in Iowa!
- Cost Savings State & Parents
- The "World is Flat" and Education Needs to Respond Appropriately!



World Wide Competition!

- Every morning in Africa a gazelle wakes up. It knows it must outrun the fastest lion or it will killed.
- Every morning in Africa a lion wakes up. It knows it must run faster than the slowest gazelle or it will starve.
- It doesn't matter whether you're a lion or a gazelle -- when the sun comes up, you'd better be running.



Regional Academies: Prototypes Ready to Scale Up

- Community College/High School partnership programs are now proven prototypes
- "Working Together is Working Smarter"
- The challenge:
 - How do we scale up the opportunities to serve more students?

Questions?